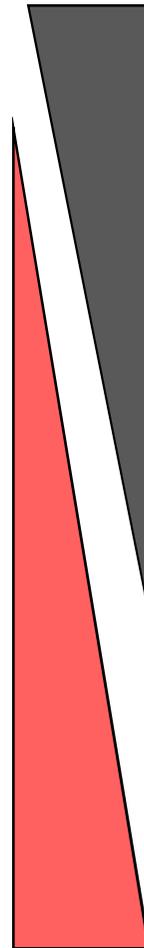


DEFINING ASSESSMENT 1

ASSESSING IS COMPARING:

OBJECTIVITY

- TO OTHERS
CRITERIA: OTHER LEARNERS (NORMATIVE ASSESSMENT)
- TO LEARNING OR PERFORMANCE OBJECTIVES
CRITERIA: DERIVED FROM OBJECTIVES
- TO ONE´S PERSONAL OBJECTIVES
CRITERIA: DERIVED FROM LEARNING OR PERFORMANCE OBJECTIVES OR/AND SET BY ONESELF
- TO ONE´S PRIOR ABILITIES OR COMPETENCE
CRITERIA: PREVIOUS ABILITIES OR COMPETENCE
- TO ONE´S OWN LIKINGS
CRITERIA: ?



DEFINING ASSESMENT 2

ASSESSMENT IS:

A SYSTEMATIC PROCESS OF COLLECTING DATA ABOUT THE MATTER AT ISSUE...

...USING THAT DATA FOR GUIDANCE AND FOR SUPPORTING LEARNING...

...AND MAKING DECISIONS (IF / WHEN NEEDED)...

...ABOUT STUDENT´S LEARNING AND / OR COMPETENCES...

...IN RELATION TO ASSESSMENT CRITERIA

WHY

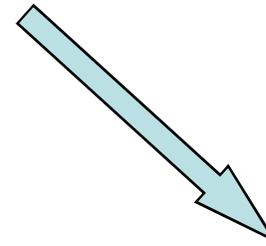
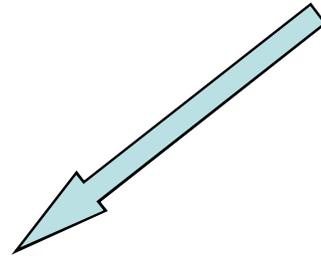
ASSESSMENT

**HOW AND
WHO**

WHAT



WHY



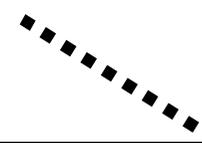
CLASSIFICATION

COMPARISON

CONTROL

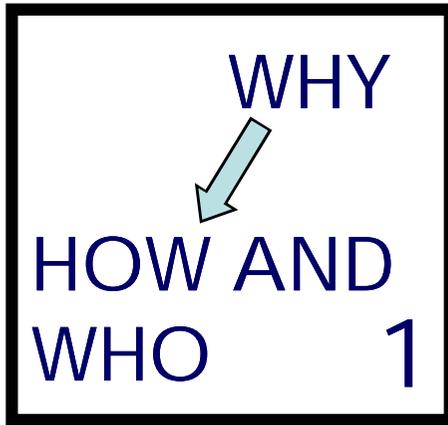
GUIDANCE
AND SUPPORT

DEVELOPMENT



1800 / 1900

1900 / 2000



CLASSIFICATION,
COMPARISON

OBJECTIVITY
AS A DEMAND:

SUBJECT IS
NOT INVOLVED

MEASUREMENT
IS ESSENTIAL:

QUANTITY

RELIABILITY IS
IMPORTANT:

STANDARDIZATION

STANDARDIZED:
TESTS, EXAMS, OBSERVATION TOOLS AND
OTHER PROCEDURES



GUIDANCE AND
SUPPORT,
DEVELOPMENT

INTERSUBJECTIVITY
AS A DEMAND:

SUBJECT IS
INVOLVED

COMMUNICATION
IS ESSENTIAL:

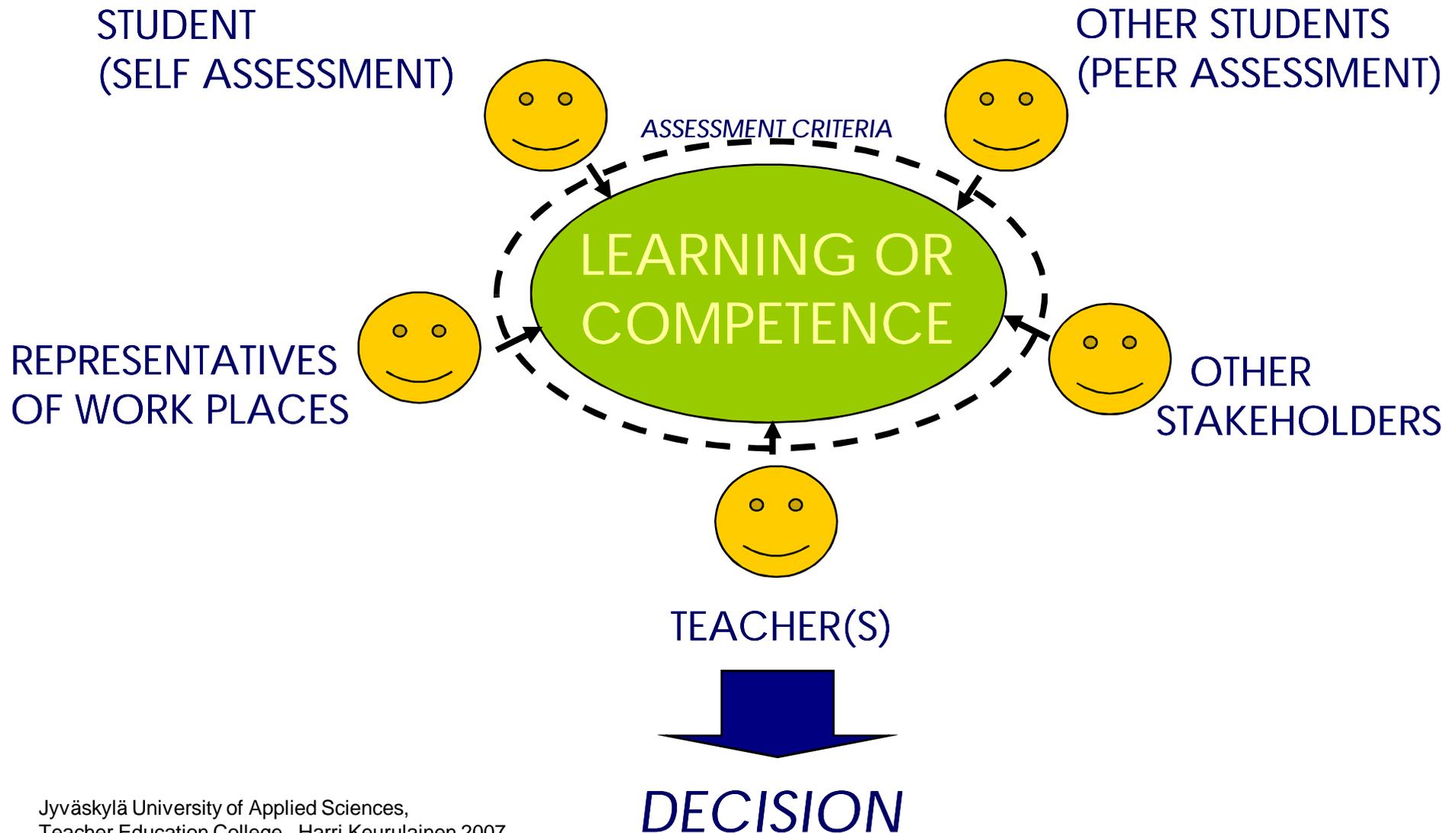
QUALITY

ECOLOGICAL VALIDITY
IS IMPORTANT:

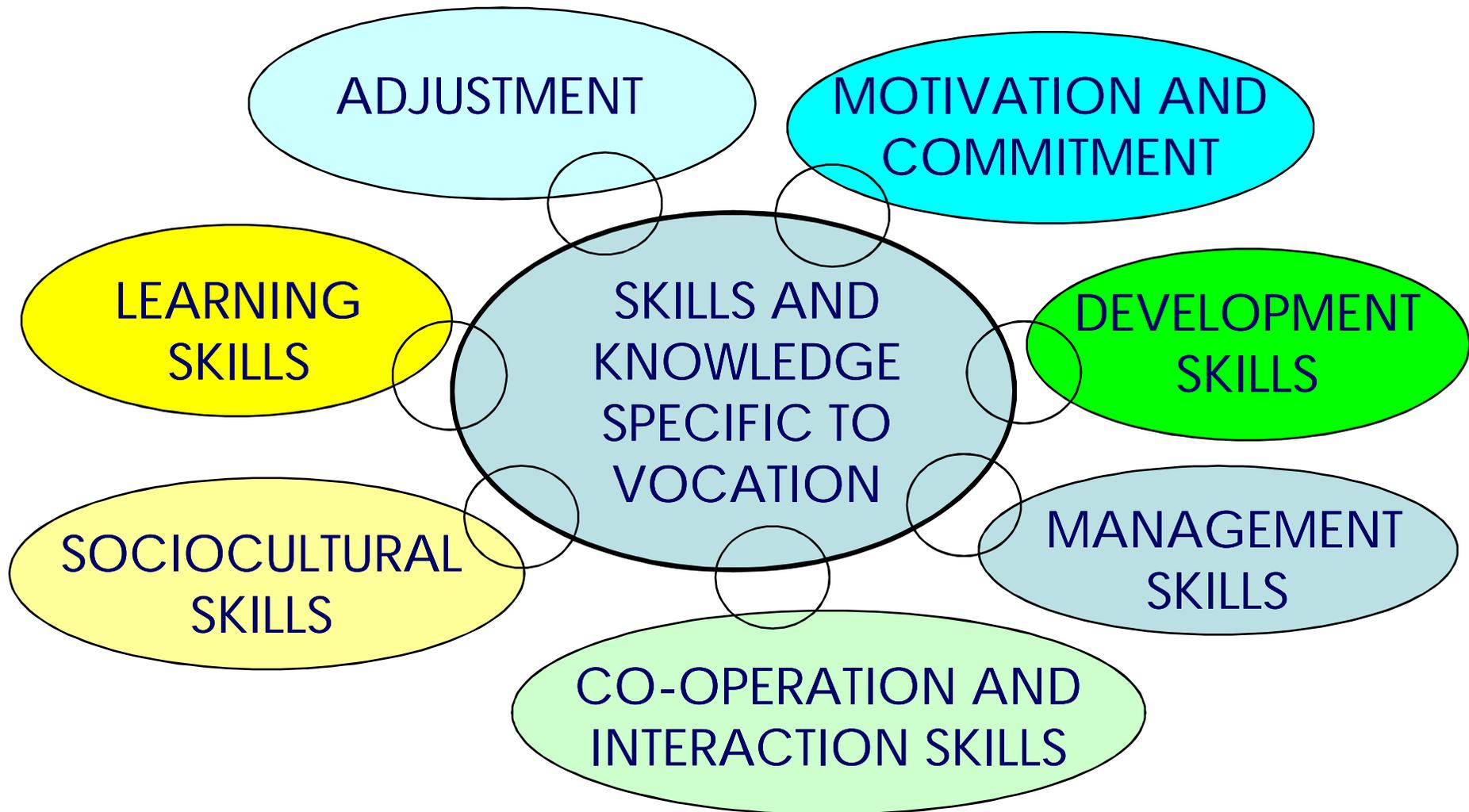
CONTEXTUALITY

QUALITATIVE EXAMS, LEARNING TASKS,
OBSERVATION TOOLS, PORTFOLIOS, LEARNING LOGS,
SELF ASSESSMENTS, DISCUSSIONS

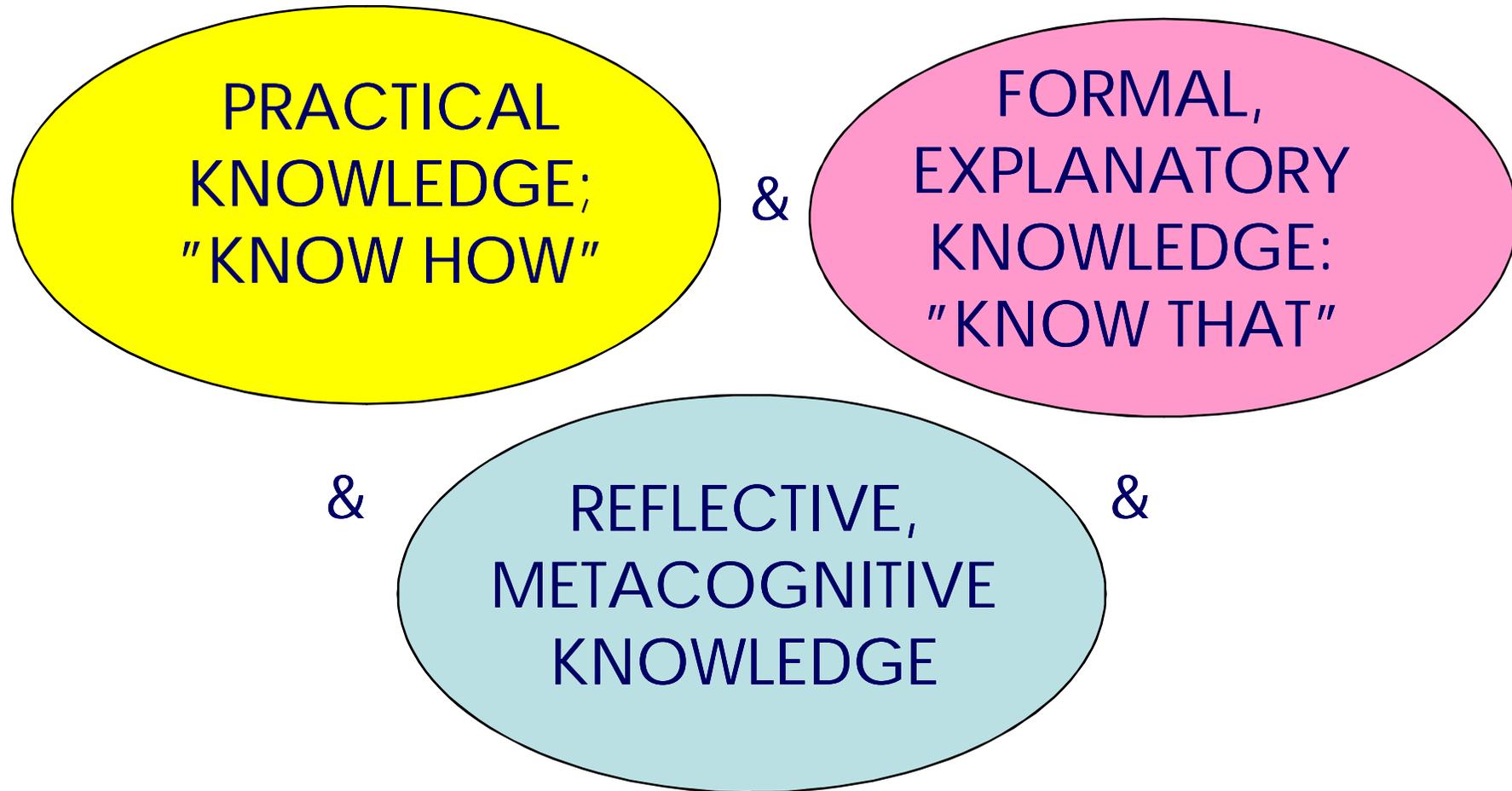
PARTICIPANTS IN INTERSUBJECTIVE ASSESSMENT



WORKING LIFE QUALIFICATIONS



COMPONENTS OF EXPERTISE



LEVELS OR EXPERTISE ACCORDING TO DREYFUS & DREYFUS 1986

NOVICE

STICKS STRICTLY TO THE RULES; USES AND APPLIES THEM IN SIMPLE METHODOICAL WAY

ADVANCED BEGINNER

HAVE SOME FLEXIBILITY IN MAKING SITUATIONAL JUDGEMENTS AND IS MORE FAMILIAR WITH THE PATTERNS; STILL LACKS A BIG PICTURE PERSPECTIVE

COMPETENT PERFORMER

KNOWS SOLUTIONS TO COMMON PROBLEMS AND IS CAPABLE OF MAKING RELEVANT DECISIONS; HAS A BIG PICTURE PERSPECTIVE AND KNOWS WHAT IS IMPORTANT

PROFICIENT PERFORMER

IS CAPABLE OF MAKING RAPID AND FLUID DECISIONS; HAS A SYSTEMIC PERSPECTIVE; ROUTINE TASKS, DECISIONS AND PRIORITY-SETTING ARE SUBCONSCIOUS HABIT

EXPERT

MAKES DECISIONS INTUITIVELY; IS ABLE TO COMBINE THEORETICAL AND PRACTICAL KNOWLEDGE IN A MEANINGFUL AND CREATIVE WAY; KNOWS INTUITIVELY HIS/HER ABILITIES AND BOUNDARIES

DO WE TALK ABOUT...

COMPETENCY

OR

COMPETENCE

C IS REDUCED TO OPERATIONAL
LEVEL > ATOMISTIC APPROACH

*ASSESSMENT METHODS ARE
DETAILED AND BURDENSOME*

*CONTROLLING DETAILS AND
STANDARDATION ARE
SIGNIFICANT IN ENHANCING
RELIABILITY*

C IS NOT DEPENDENT ON THE
SUBJECT

C IS CONNECTED TO
BEHAVIOURIST PARADIGM
OF LEARNING

C IS VIEWED AT FUNCTIONAL
LEVEL > HOLISTIC APPROACH

*ASSESSMENT METHODS VARY
ACCORDING TO THE SITUATION AND
THE NATURE OF THE OBJECT*

*CONTEXTUALITY AND MUTUAL
CRITERIA ARE SIGNIFICANT IN
ENHANCING VALIDITY*

C IS A RELATIONSHIP BETWEEN
THE SUBJECT AND THE TASK

C IS CONNECTED TO
CONSTRUCTIVIST PARADIGM
OF LEARNING